


2023-2024

CELT ANNUAL REPORT

 Center for the Enhancement
of Learning and Teaching

“The classroom, whether physical or virtual, is the primary point of contact between institutions and students, so it is the single most important site for students to experience welcome and care, to be inspired to learn, to build webs of relationships, and to ask questions of meaning and purpose.”

Felten & Lambert, *Relationship-Rich Education: How Human Connections Drive Success in College*

We’re excited to share this annual report with the UK community and beyond. What you’ll see in it is the story of CELT as it continues to expand, evolve, and engage with innovative and strategic approaches to education. At CELT we have never been in the business of business as usual. This is especially true of this past year as we continued to reimagine what a teaching and learning center can do, and how we can leverage the unique strengths of our people in CELT and in the UK community to advance our educational mission.

Across all 19 colleges and other administrative units, we addressed the most critical issues and opportunities facing higher education. What are the best ways to engage with instructors of all kinds and provide meaningful opportunities for development and advancement? How can we meet the many needs of our students and create learning environments that prepare them for the exciting, yet uncertain terrain of their futures? How do we navigate the shifting role of the instructor—and of higher education in general—while attending to (and reimagining) the mission and goals of our disciplines? How do we innovate in our practices and approach change in ways that align with our values? What does teaching excellence look like, and how can we both incentivize and showcase it in its full variety? How can we reimagine policies, processes, frameworks, and infrastructures to better serve our students, instructors, staff, communities, and, ultimately, Kentucky?

As in the past several years, interest and engagement in CELT support and activities has continued to rise. This isn’t just a story about numbers. It’s about our community’s investment in teaching and learning, and the ways in which CELT has been a resource, partner, and leader that has responded to emergent issues with creativity and agility. Regardless of the form and setting in which teaching and learning take place, CELT is an expert and committed presence. We see many exciting possibilities on the horizon and look forward to continuing the work with you.

With Gratitude,



Trey Conatser, PhD

Assistant Provost for Teaching & Learning
Director of CELT



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CELT MISSION

CELT advances educational excellence at the University of Kentucky through collaboration with faculty, staff, and students; partnerships with academic and administrative units; and leadership on the challenges, opportunities, and issues impacting teaching and learning in higher education. Regardless of the form and setting in which teaching and learning take place, CELT is an expert and committed presence to foster community, collaboration, and innovation for instructor and student success at UK.

GOALS FOR 2023-2024

- **Expand CELT's reach and impact across the entirety of the UK community.** This resulted in support, partnership, and leadership in all 19 colleges as well as units in all major academic administrative areas. The volume of CELT work increased in all categories, in some cases dramatically.
- **Provide leadership and shape the response to the major issues facing UK.** From generative AI to transdisciplinary learning, CELT leveraged its unique expertise, experience, and perspectives to frame our understanding of issues facing UK and higher ed, as well as our responses to those issues, in ways that center our mission and values while pursuing innovation and improvement.
- **Foster scholarly approaches to teaching, learning, and educational excellence.** CELT supported more projects in the scholarship of teaching and learning, connected more instructors with evidence-based and scholarly practices, and led in conversations about better approaches for documenting and assessing teaching and learning at UK.
- **Support and enhance the professional advancement of instructors at UK.** Beyond standard services and support activities, CELT launched a digital badge program, held an institute and two major academic forums, participated in professional development programs throughout UK, and advised on professional advancement related to teaching and educational excellence.
- **Raise the profile of CELT within and beyond UK.** CELTics presented at academic events, published scholarly work, engaged in public-facing communication, and otherwise represented CELT and UK at more venues and occasions than ever before both within and beyond the University.

SELECTED EVENTS

05

With 223 events during the 2023-2024 academic year, any selection will fall short of the full range and depth of our engagements. The examples here, however, illustrate some of the ideas, issues, and practices our events explored.

below and right: UDL bootcamp, image credits: Trey Conatser



“The boot camp was an energizing and thought-provoking way to start the summer. CELTic Jennifer Pusateri masterfully taught the history behind UDL, its relevance to inclusive teaching practices, as well as practical examples of how to design learning experiences that are inclusive while remaining rigorous and sufficiently challenging.”

Associate Professor, College of Arts and Sciences

UDL Bootcamp

This 3-day event engaged participants with the Universal Design for Learning (UDL) framework, including the means for learners to engage in activities, how course content and information are presented, and options for learners to act upon and express their learning.

below: pedagogy of play workshop, image credit: Trey Conatser



Pedagogy of Play

This workshop introduced the benefits of “play” as a strategy for teaching and learning into the classroom. Participants considered examples of and engaged in play, and brainstormed ways that play could be incorporated into their courses.

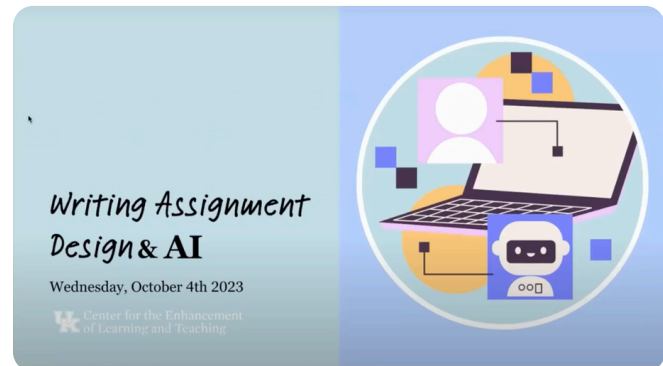
Strategies for Student Motivation and Engagement

Instructors continue to observe variation in student engagement and motivation. This virtual session explored research-based practices for increasing student engagement and motivation for both in-person and online class environments.

First-Generation Student Panel

Part of first-gen week and in partnership with the Office for Student Success, this panel explored the backgrounds that our first-generation students bring to UK. Panelists spoke to their experiences as well as how instructors have supported and encouraged them in their classes.

below: writing and AI virtual workshop slide, credit: Shawna Felkins



Writing Assignments and AI

This workshop explored approaches to assignment design for responsible and critical use of AI in writing, allowing for student development of AI literacies and skills without skipping important stages of the writing and learning processes.

Classroom Management Strategies

Instructors sometimes face unexpected situations in the classroom that may leave them feeling unprepared. This event explored ways of addressing issues in the classroom before, during, and after they arise in ways that center student learning.

MIDSEMESTER STUDENT FEEDBACK

There is a growing conversation in higher education about how we can best document and assess teaching effectiveness. At the same time, we also have a heightened awareness since the pandemic that getting to know our students—and their learning—is a critical part of their own and our success. CELT facilitates student feedback that is focused on learning at the midpoint of the semester. As with all of our work, we adapt the process to all learning environments, from the traditional classroom to studios, seminars, practica, experiential and off-site learning, labs, hybrid and online, etc. Overall, instructors get feedback on how students are learning and experiencing the course with actionable insights for both the semester at hand and the longer arc of an educator’s career. The process is high-touch and informed by our experience and expertise; we dialogue with both students and instructors in ways that bolster rapport, belonging, and self-efficacy. All instructors are provided with a detailed report that can contribute to a teaching portfolio or dossier for professional advancement.

From Fall 2020 through Fall 2024, CELT facilitated midterm feedback for 1003 sections, impacting 34014 student learning experiences.

283
course sections engaged in feedback during AY 2023-2024

16
colleges engaged in feedback during AY 2023-2024

8372
total enrollment for all course sections during AY 2023-2024

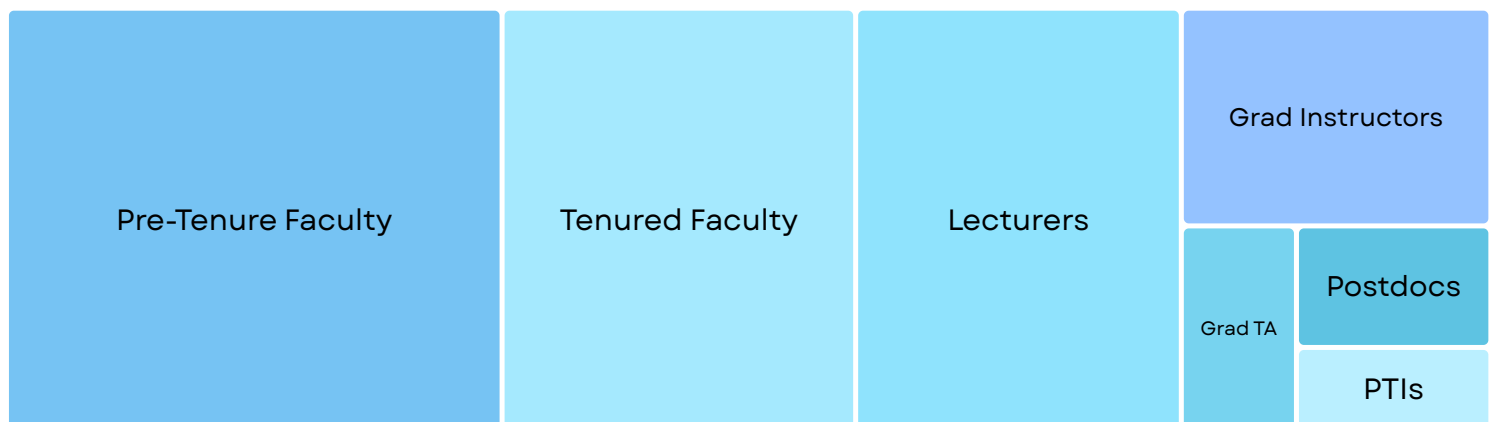
12%
increase in number of course sections from previous year

508%
increase in number of course sections over past 6 years

“I have taken advantage of CELT’s midsemester course feedback for many years, and each semester I learn something new and valuable. Spring 2024 was my fourth time teaching a course and I have made significant changes to the structure of our design project thanks to the insightful midsemester feedback and follow up discussions I had with CELT. This year the feedback also helped me identify small changes to my course that were meaningful for my students. This is so important because these types of changes often require very little additional work for me as an instructor but can really help students thrive better in the course. Without CELT’s midsemester course feedback things like this would not be possible. CELT continues to be by far the best resource for me as a teacher, helping me improve my courses and constantly inspiring me to continue to grow as a teacher.”

Assistant Professor, Pigman College of Engineering

below: proportions by type of instructors who engaged in CELT midsemester feedback, 2023-2024



TEACHING INNOVATION INSTITUTE

08

21

faculty in the 2023-2024 cohort

10

colleges and 18 departments in the 2023-2024 cohort

101

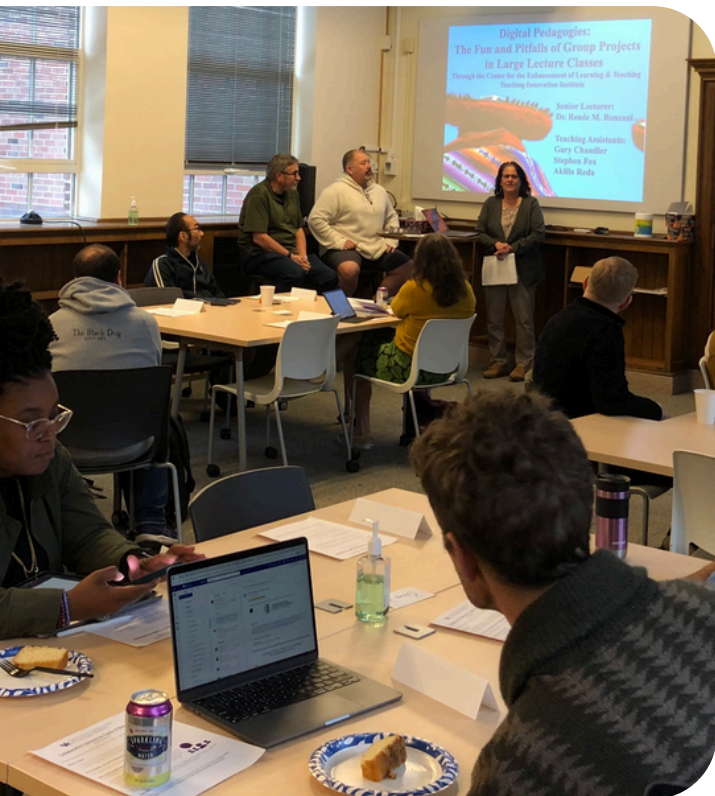
unique faculty across all 5 cohorts

17

colleges and 57 departments across all 5 cohorts

CELT's Teaching Innovation Institute addresses emergent issues in higher education and draws faculty from across the disciplines into community and collaboration over an academic year. The Institute is unique among faculty development programs for its emphasis on local expertise, transdisciplinary community building, practice and reflection over time, and critical lenses that strive for innovation in ways that align with our pedagogical values and goals. Faculty engage in research, experiential activities, practice, and reflection as they identify meaningful projects and interventions in their courses and disciplines. These experiences prioritize inquiry around the structures and dynamics of teaching and learning with the goal of inspiring students to be curious and active. After participating in the Institute, faculty continue to serve as leaders in their programs and across the University. The 2023-24 academic year saw the 4th cohort complete the Institute, with the successful recruitment of a fifth cohort, which will focus on generative AI during the 2024-2025 academic year.

below: a meeting of the 2023-24 Teaching Innovation Institute
image credit: Trey Conatser



“The Teaching Innovation Institute, and the great staff at CELT, made significant contributions to my teaching. And I wanted to do more! After completing the program, I was ready to take the material to the next level and apply it to future classes.”

Associate Professor, College of Education

“Participating in the Teaching Innovation Institute helped me identify the bottlenecks to learning in my classes and equipped me with the tools to address them. My students used to give one another’s drafts a cursory glance during a single session; now, they participate in a rigorous, multi-day peer review process that teaches them to respect their peers’ work through thoughtful critique. Students have shared that this extensive feedback has greatly assisted them in the revision process, and I’ve noticed that grades on final drafts have increased by several percentage points across all my sections.”

Lecturer, College of Communication & Information

“The Teaching Innovation Institute provided a dedicated time and space to think about my courses and brainstorm how I would like to improve them. The emphasis on how making small changes in a classroom can lead to large impacts on student learning made trying new methods or new ideas more attainable. I appreciated hearing ideas from other faculty and building upon each other’s ideas during our meetings.”

Lecturer, Pigman College of Engineering

TEK FACULTY FELLOWS

The 2023-2024 academic year marked the launch of the TEK Faculty Fellows program, a collaboration between CELT and the Office of Transdisciplinary Educational approaches to advance Kentucky, or TEK, which is UK's Quality Enhancement Plan and part of our SACSCOC accreditation. TEK helps our students today and Kentucky's workforce tomorrow. To do this, students learn leadership and career skills, gain experience through team-based approaches, and work with experts from disciplines across UK and the community to address Kentucky's most important opportunities and problems.



above: TEK Faculty Fellows during a learning community meeting
image credit: Susan Cantrell

TEK Fellows participated in learning communities throughout the year and worked together in ways that mirrored the TEK student learning outcomes to design new transdisciplinary courses, infuse transdisciplinary skills into existing courses, engage with community partners, identify best practices for teaching and learning in transdisciplinary contexts, and assess student learning.

Building on the success of our first cohort, we have expanded the Fellows program for the 2024-2025 year. Our collaboration with TEK has provided robust support for faculty and reinforced our commitment to innovative teaching and continuous improvement in undergraduate education and student success.

24

faculty participants

10

colleges represented

17

new or enhanced courses

1060

students enrolled in TEK courses in the 2023-2024 academic year

“I have definitely been more interested in the diversity of my peers and what they can bring to the table. We are all diverse and working in teams with such diverse people can lead to so many new ideas. In my future, I will definitely have to work in interprofessional teams as this class has taught us to do.”

TEK Student

“I feel much more knowledgeable about the current state of the environment specifically in Kentucky. I am an out of state student and so this class has made me feel much more connected to the school and to the state.”

TEK Student

“The TEK course I co-taught...is maybe my favorite course of my career. It was a heavy topic, and students learned about so many problems Kentuckians face right now. But we also learned about solutions, and it was amazing to work through it all together. I know these students are better prepared to contribute to building a better future for Kentucky because I watched them develop those skills in real time.”

TEK Faculty Fellow

TEACHING EXCELLENCE SYMPOSIUM

10

CELT hosted the first biannual UK Teaching Excellence Symposium on October 13th, 2023, in the Gatton College of Business and Economics building. During this university-wide event, instructors convened to share innovative and effective teaching practices, frameworks for teaching and learning across the disciplines, and insights to strengthen student learning and success. Keynote speaker Dr. Michelle D. Miller, Professor at Northern Arizona University and author of *Remembering and Forgetting in an Age of Technology: Teaching, Learning, and the Science of Memory in a Wired World*, explored these themes in her keynote titled “Realizing the Promise of Teaching with Technology: Insights from the Learning Sciences.” In this address and her workshop on using AI tools for faculty work,” she shared key principles from the learning sciences to leverage AI and other digital tools to create empowering and effective learning experiences.

A selection of Symposium presenters further developed their talks into essays for the 2024 issue of *Greater Faculties: A Review of Teaching and Learning*, CELT’s digital publication. The call for the second UK Teaching Excellence Symposium will be released in early 2025, with plans for an expanded program and even more involvement across the University.

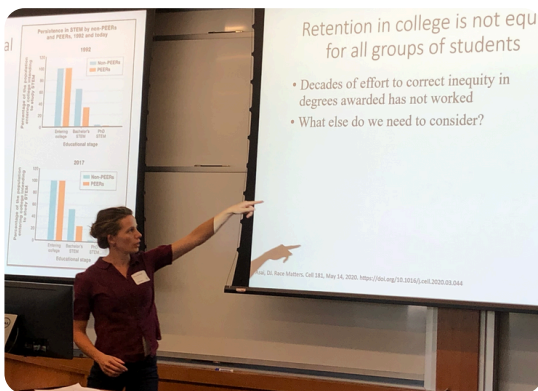
250
participants

52
presenters

14
colleges
among presenters

31
departments/schools
among presenters

9
proceedings essays in
Greater Faculties



left: scenes from the 2023 Teaching Excellence Symposium
image credits: Trey Conatser

OTHER PROJECTS & COLLABORATIONS

Collaborations and projects with other units represent a large part of CELT's impact towards educational excellence at UK. Across all 19 colleges and other administrative areas, we have leveraged our perspective, experience, and expertise to advise, support, contribute, and lead in efforts to enhance teaching and learning. The partnerships and projects below suggest the wide range of CELT work that is not covered elsewhere.

ASPIRE Program Development

With the Office of Community Advancement in the College of Medicine, CELT developed the ASPIRE program (Adopting Supportive Practices for Interconnectedness in Research Environments), which had been piloted during the summer of 2022. CELT and the College of Medicine Office of Community Advancement aim to recruit the first cohort for fall 2024.

PI 101 Program Development

With UK Research, the College of Medicine, the Markey Cancer Center, and the Center for Clinical and Translational Science, CELT facilitated the design process for a program targeting primary investigators, drawing together a range of information, standards, and procedures that have historically been found in different areas throughout UK.

High Performance Brain Training

With faculty in the Colleges of Medicine, Nursing, Law, and the Graduate School, CELT continued to develop and facilitate this program (now in its third year) for graduate students interested in learning about brain functioning, mindfulness, mindset, neuroplasticity, and other concepts and practices related to academic success and wellbeing.

UK Core Sharing Sessions

With the Office of Strategic Planning and Institutional Effectiveness, the UK Core Education Committee, and the International Center, CELT developed and co-facilitated a series of sharing sessions designed for instructors of UK Core areas with a focus on assignment design, teaching, and alignment with UK Core area learning outcomes.

INT Program Feedback

At the request of the International Studies program in the College of Arts and Sciences, CELT facilitated feedback sessions for student cohorts and studied data about the student learning experience. This informal analysis provided helpful insights about student needs, barriers, and opportunities in and beyond the classroom for program improvement.

AI IN HIGHER EDUCATION

“As chair of a department with close to sixty instructors, the CELT AI workshops have been invaluable for our new teacher training and veteran instructors’ continued pedagogical professionalization. These workshops have provided faculty with the tools that we need to be successful in an ever changing environment of generative AI, and we greatly appreciate the leadership of CELT in this critical area.”

Department Chair, College of Arts and Sciences

53

AI events during 2023-2024 academic year

1729

total AI event attendance during 2023-2024

20%

of consultations addressed AI, 2023-2024

110

total AI events as of December 2024

3335

total AI event attendance as of December 2024

Since the introduction of publicly available generative AI tools, CELT has served as the University’s leader and resource/support for imagining and implementing effective and ethical uses of this emergent and disruptive technology in education and beyond. For this important project we have leveraged our transdisciplinary, critical lens and expertise in teaching and learning to build capacity for AI literacies, skills, and use cases across the University. In addition to engaging widely and deeply with research and scholarship on generative AI in education, examples of use cases and implementations across the disciplines, and the increasing roster of tools and integrations, we have engaged with public stakeholders and leading thinkers in the larger discourse on AI in higher education. In this work we are driven by the principles of UK’s strategic plan. We approach AI in ways that center student learning and success in both academics and careers, ensure ethical and beneficent use for the UK community, seek creativity and innovation, emphasize human agency and accountability, and affirm the many contexts and communities that have a voice in how AI shapes our future—and how we shape our future with it.

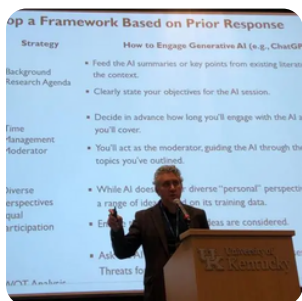
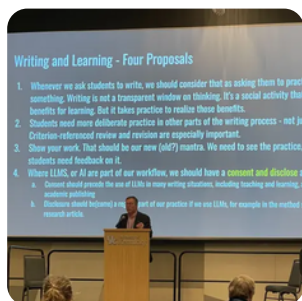
Focus areas for CELT engagement with AI

- Building AI Literacies: Technical, Ethical, Practical
- Updates on the State of the Field and Use in Education
- Interacting with AI: Theories and Hands-on Practice
- Effective AI Use for Student Learning
- Teaching Students to Be Skilled Users of AI
- Teaching (and Doing) Research with AI
- Using AI for Instructor Efficiency and Effectiveness
- Composing and Communicating AI Policies
- Assignment, Activity, and Curricular Design with AI in Mind
- Assessing and Evaluating Student Learning in the Age of AI
- AI in Specific Disciplinary or Professional Contexts
- Administrative Use of AI
- AI and the Future of Work and Education

AI IN HIGHER EDUCATION

13

below: scenes from the 2023 Commonwealth Computational Summit "AI in Education" Session
image credits: Trey Conatser and Jill Abney



AI in Education Session | Commonwealth Computational Summit

On October 16, 2023, CELT hosted the AI in Education session in Collaboration with the UK Center for Computational Sciences as part of the seventh annual Commonwealth Computational Summit. The afternoon-long session featured 13 presenters from 6 institutions across Kentucky exploring topics such as personalized learning, AI-enhanced research methods, career-specific uses of AI, student perspectives on AI, design and creativity in the age of AI, and impacts on writing-based assessments. Beyond presentations, the session provided an opportunity for participants and presenters to follow up with each other and discuss ideas in more depth. The session drew an audience of approximately 100 researchers, professionals, and technicians as well as instructors. CELT has been invited to host the AI in Education session again for the Commonwealth Computational Summit in October 2024.

Talks and Media Appearances

Presentations or contributions to coverage on AI in education between July 1, 2023 and June 30, 2024:

- POD Network Annual Conference
- Teaching and Learning with AI Conference
- Kentucky Chamber of Commerce AI Summit
- Association for Education in Journalism and Mass Communication Southeast Colloquium
- Hopkinsville Community College PD Day Keynote
- Greater Cincinnati Collegiate Connection
- UK Alumni Association Leadership Week
- Times Higher Ed/Inside Higher Ed Digital Universities US
- Pedagogicon
- UK Leadership Forum
- Kentucky Assistive Technology Services Network
- Forbes
- Inside Higher Ed
- Campus Technology
- Diverse: Issues in Higher Education
- KET Kentucky Edition
- KET Kentucky Tonight
- WEKU
 - LEX 18 NBC
- FOX 56
 - WKYT CBS
- Spectrum News 1
 - WFPL Louisville

UK ADVANCE

Throughout the year CELT leadership worked as part of the leadership of the UK ADVANCE team, which was charged by President Eli Capilouto to develop recommendations for responsible use of generative AI at UK as well as provide ongoing guidance to the campus community to achieve the University's mission for education, research, clinical care, and service. CELT expertise and experience significantly informed the drafting of UK ADVANCE's guidelines for the use of AI in education as well as research and clinical care.

"Given the pervasive nature of AI, we held a retreat for all faculty, staff and trainees in the department. CELT tailored a program that informed a diverse audience, introduced AI tools to help with education and research, and answered many questions. The discussions on appropriate use of AI were especially helpful, as were guidelines on using AI to our benefit while recognizing its limitations. Many naysayers became believers after learning about how to interact with AI. Overall feedback was great and attendance exceeded expectations."

Department Chair, College of Medicine

SCHOLARSHIP OF TEACHING & LEARNING

14

Teaching is a scholarly activity, informed by a large body of theory, frameworks, evidence, research, literature, practices, experiences, and wisdom spanning the disciplines and professions. Learning, too, has long been a focus for researchers and scholarly practitioners in a diverse range of settings. Two years ago, CELT set out to (1) become more engaged in scholarship of teaching and learning (SoTL), and (2) foster the spread of SoTL work at UK. In doing this work we are driven by the sense that engaging in scholarly teaching, SoTL literature, and SoTL projects results in better practices and self-efficacy among instructors, and more successful learning among students. CELT staff are not just advisers for instructors; we all are actively engaged as scholars in our home disciplines and in educational work broadly. We have brought that expertise and experience to bear on our activity as a Center, and have spread awareness of the value of SoTL, engaged instructors in SoTL projects, and pursued SoTL work of our own, some of which is documented in the abbreviated CV later in this report, and some of which is still forthcoming in publications and other public venues.

“I’m excited to work with the CELT team on a project that seeks to understand how assessment impacts learning. Our CELT collaborator brings a wealth of experience, knowledge, and creativity to our research team. I appreciate how highly proactive and engaged they are with the research and with our research colleagues. It’s a fantastic collaboration that I hope lasts a long time.”

Associate Professor, College of Communication and Information

60

consultations on SoTL, 2023-2024

SoTL Faculty Learning Community | College of Health Sciences

In partnership with the College of Health Sciences, CELT hosted the second annual cohort for the College’s scholarship of teaching and learning faculty learning community. Each cohort has spent one semester learning about the purpose, design, methods, best practices, and dissemination of scholarship on teaching and learning, with an emphasis on the different forms that this work can take, all of which share the goal of leveraging our strengths as a research-intensive institution to better understand how to make a positive impact for students, instructors, and the communities we serve through our educational enterprise. For the remainder of each cohort’s time, instructors have pursued their SoTL project individually or in teams. Topics include:

- students’ experiences of anxiety in the classroom, and how instructors can address it while maintaining academic rigor
- students’ perceptions and assessments of professionalism before and after clinical learning experiences
- enhancing student learning and engagement through gamification
- developing students’ clinical reasoning through problem-based learning
- identifying and addressing accessibility challenges for educators

22

faculty participants across two cohorts

18

active SoTL projects among participants

9

peer-reviewed publications as of June 30, 2024

“It can be easy to become narrow in our ideas of science and research, focusing only on lab or clinical studies. The SoTL community has been incredibly helpful in breaking some of these thought patterns within our college by formalizing and recognizing the importance of SoTL. I’ve gained knowledge on research methods and confidence in pursuing my SoTL related interests, knowing that they are valued and supported.”

Assistant Professor, College of Health Sciences

50

peer-reviewed presentations as of June 30, 2024

CELT BADGE PROGRAM

CELT seeks to support instructors in ways that add the most value to their development and advancement. Work with centers for teaching and learning can often be piecemeal and left up to the individual instructor as to how that work is documented and conveyed in persuasive ways. In March 2024, CELT launched its badge program to provide a University-recognized microcredential in areas of significance for instructor and student success. As our badge program expands, some badges will involve “bundled” activities with CELT, some will involve a cohorted curriculum, and others will involve mostly asynchronous activities. Although the badge program is very new as of this report, over 100 people already have enrolled in a badge.

Inclusive Teaching

Inclusive teaching involves deliberate pedagogical and design choices that create educational environments in which students are consistently supported in their learning. A sense of belonging strongly affects self-efficacy, motivation, and academic success. This badge represents work towards providing support and opportunities for all students to succeed.



Essentials in Teaching & Learning

This program provides grad TAs with an opportunity to learn about the essentials of teaching, curricular design, and student engagement, and to apply the concepts in their instructional roles. Participants will gain both professional development experience and self-efficacy for teaching and working in higher education.



Teaching with AI

Currently in development and pending approval, this asynchronous program will guide instructors and other education professionals in developing theoretical and practical knowledge around generative AI as it impacts the mission and goals of our programs and the University as a whole. Emphasis will be placed on emergent and future capabilities of AI as it continues to develop.



“I learned a lot from all of the components of the badge. Additionally, the reflective statement was very fruitful for me to revisit and synthesize the concepts to re-inspire me to make some great changes for next semester. Finally, while I would likely have attended these workshops anyway (I love all the CELT programming!), this badge program really helps me with documentation for tenure—so I appreciate CELT coming up with this idea and implementing it so well.”

Assistant Professor, Pigman College of Engineering

CELT supports grant projects involving educational components, from informal advising and feedback to collaboration as named personnel or investigators. The 2023-2024 academic year saw the continuation of CELT staff participation and leadership on two major grants.



UK-JHF Holocaust Education Initiative

Funded by a grant from the Jewish Heritage Fund, and led by the Interdisciplinary Program in Jewish Studies in the College of Arts and Sciences and CELT, the UK-JHF Holocaust Education Initiative creates opportunities for interdisciplinary content sharing, pedagogical training, and collaborative planning among Kentucky teachers. The initiative aims to empower Kentucky teachers to meet the requirements of the 2018 Ann Klein and Fred Gross Holocaust Education Act. The aims are to recruit and train teachers across the Commonwealth to ethically educate about the Holocaust; collaborate with these teachers to create model curricular materials that can be used by teachers across the state; and create regional teacher cohorts to support and implement Holocaust curriculum.

- Initiative leaders, including CELT Associate Director Jill Abney, were incorporated into the education subcommittee of Governor Beshear’s antisemitism task force.
- Initiative leaders gave an invited lecture at the Rhetoric Society of America’s annual meeting sharing a manuscript (under review) on the teacher-leader model.
- Dr. Abney served as a scholar-in-residence at the Oxford Summer Institute for Curriculum Development in Critical Contemporary Antisemitism Studies.
- CELT expanded the Holocaust Education lesson plan library of teacher-created resources for educators across the state.
- Data collection is ongoing for a larger project to share findings from the three-year-long initiative with broader audiences.
- The Initiative was featured on KET Kentucky Edition on March 21, 2024.

27

workshops

41

teacher leaders

503

teacher participants

GP-GO: The Appalachian SUCCESS Program

“This project seeks to inspire graduate student confidence through family engagement and service learning and increase graduate student access to geoscience training in the areas of karst and hyporheic science, develop student skills in the area of sensor technology, and increase research opportunities for students which can open doors to future research and career pathways. The program focuses on first year graduate students, and in some cases undergraduates in transition, at the University of Kentucky, Marshall University and Eastern Kentucky University.” *(from the NSF abstract)*

“CELT’s Mike Wallace helped us from the start, including writing the proposal and developing a learning model for the students and evaluation plan for learning objectives. Dr. Wallace’s prior research developing new learning models, as well as his work assisting students and faculty, helped the program to more easily build off of lessons learned by CELT and others. Dr. Wallace’s assessment was thorough using methods such as interviews and pre/post tests of student learning and perceptions. We are working on publishing our findings to better assist teaching and mentoring students from Appalachia and similar backgrounds.”

Professor and Principal Investigator, Pigman College of Engineering

As part of the Office for Faculty Advancement and a long-time partner of the Graduate School, CELT is committed to supporting the career success of faculty and graduate students at UK throughout their professional journeys from the moment they join our community. Importantly, *all* of CELT's leadership and support activities contribute to the professional development and advancement of faculty and graduate students. This page features examples beyond what is documented elsewhere in the report.

New Faculty and Graduate TA Orientations

Along with other major support areas such as research, student success, and human resources, CELT presented at the 2023 new faculty orientation and helped to facilitate the event throughout the day. CELT returned for part two of the orientation in 2024 with presentations on documenting teaching effectiveness and conducting educational research. CELT also supported the planning and facilitation of the 2023 new graduate TA orientation, including the development of resources and microteaching sessions for new TAs. As UK's central hub and community space for teaching, we seek to create an energetic, inviting, and innovative culture of support for faculty and graduate student success.

Outstanding Teaching Awards

In partnership with the Office for Faculty Advancement, CELT facilitates the faculty-driven process for the university-wide Outstanding Teaching Awards, with categories for faculty and graduate students. Winners and finalists were recognized during a ceremony held in April 2024; 6 faculty and 3 graduate students representing 4 colleges and 8 departments received awards. It is critical for CELT to serve as a central space and mechanism for celebrating and making visible teaching excellence in all its forms, across the wide variety of instructional settings at UK.

Development and Advancement Programs

Throughout the year, CELT contributed to programs with the aim of developing faculty/graduate student leadership, skills, productivity, and career success. Among other aspects of CELT's work, this represents how we focus holistically on UK's educational mission beyond the scope of advising on individual practice in classroom settings.

- Chairs' Academy
- Deans' Leadership Program
- Preparing Future Faculty Program and Grad Certificate in College Teaching and Learning
- Dissertation and Thesis Writing Camps
- GradScholar: A Doctoral Re(Orientation)
- GradTeach Live! competition

Documentation and Assessment of Teaching

Leaders in higher education are considering how we can enhance our documentation and assessment of teaching effectiveness. Given the growing body of evidence and experiences that highlight affordances and limitations of end-of-term student surveys, CELT consults with instructors, leaders, and academic units on ways of more robustly engaging in this process for instructor advancement and program improvement.

- Interpreting and framing TCE responses
- Identifying additional feedback opportunities
- Composing teaching portfolios
- Implementing peer observation of teaching
- Designing methods for broader assessments of teaching effectiveness
- Approaching conversations on reforming the teaching assessment process

ABBREVIATED CELT CV, 2023-2024

In addition to our activity documented throughout this report, CELT staff engage with the scholarly community in both teaching/learning/educational development and our home disciplines through publications, presentations, service, and teaching.

PUBLICATIONS

Glueck, A., **Madeline Aulisio Miller**, Koehl, L., Burns-Cusato, M., and Han, D. (2024) “Higher Negative Affect Scores are Associated with Photo- and Phono-sensitivities Following Concussion in a Pediatric population.” *British Journal of Sports Medicine*.

Shawna Felkins. (2024) “Sex Work: Activism,” in *The SAGE Encyclopedia of LGBTQ+ Studies*, 2nd ed.

Shawna Felkins. (2024) “Sex Work: Legal Aspects,” in *The SAGE Encyclopedia of LGBTQ+ Studies*, 2nd ed.

Jill M. Abney, **Kate Collins**, and **Isabelle Blaber**. (2024) “How SoTL can Inform Teaching Traumatic Histories: Findings from a Holocaust Education Study,” *Proceedings of the H-Net Teaching Conference*.

Sena, K., **Jill M. Abney**, Ruehl, H., and Barton, C. (2023) “‘So that we can Save the Earth from Dying’: Highlights from a Middle-School Environmental Field Day,” *Journal of Contemporary Water Research and Education*.

DiGiacomo, D.K., Usher, E.L., Han, J., **Jill M. Abney**, Cole, A.E., and Patterson, J. (2023) “The Benefits of Belonging: Students’ Perceptions of their Online Learning Experiences,” *Distance Education*.

PRESENTATIONS & INVITED TALKS

Nave, L., Norrell, L., and **Jennifer Pusateri**. (2024, June) “Building a More Inclusive Campus: Strategies for Higher Education Leaders,” TextHelp, Virtual.

Acevedo, M.M., **Trey Conatser**, and Kern, K. (2024, June) “High-Impact Practices (HIPs) and their Role in Boosting Student Engagement,” Higher Education Partnership Network, Virtual.

Jill M. Abney. (2024, June) “Exploring Possibilities of GenAI for Assistive Technology,” Kentucky Assistive Technology Services Network, Virtual.

Fernheimer, J. Petrone, K., **Jill M. Abney**, and Hill, L. (2024, May) “Collaborative Teacher Education and Mandated Holocaust Education: A Case Study from the University of Kentucky-Jewish Heritage Fund Holocaust Education Initiative,” Rhetoric Society of America, Denver CO.

Trey Conatser. (2024, May) “Demystifying and Using Generative AI in the Workplace,” UK Leadership Forum, Lexington KY.

Wackerbarth S. and **Madeline Aulisio Miller**. (2024, May) “Moving Discussion off the Discussion Boards: A Method for Enhancing Student Engagement,” poster presentation, Pedagogicon, Richmond KY.

Jill M. Abney and **Trey Conatser**. (2024, May) “‘AI’ Does Not Mean Engagement: Fostering Student Agency with Generative AI,” Pedagogicon, Richmond KY.

Cassy Jane Werking. (2024, May) “‘You’ve got this!’ Encouraging Students is Engaging Students and Care is Content,” Pedagogicon, Richmond KY.

Turkington, A., **Shawna Felkins**, and Cagle L. (2024, May) “Using Campus as a Living Laboratory in Transdisciplinary Education,” poster presentation, Pedagogicon, Richmond KY.

Ali, A., **Trey Conatser**, Reese, M., and Thompson, E. (2024, May) “Teaching with Generative AI: Benefits and Risks,” Times Higher Ed/Inside Higher Ed Digital Universities US, St Louis MO.

Trey Conatser, Hansen, M., and Townsend, T. (2024, May) “Rising to the Challenge: How Institutions Create Community for Online Learners,” Times Higher Ed/Inside Higher Ed Digital Universities US, St Louis MO.

PRESENTATIONS & INVITED TALKS continued

Trey Conatser, Sanders, S., and Wambold, D. (2024, April) “How AI is Impacting Your Industry,” UK Alumni Association Leadership Week, Virtual.

Wallace J. and **Madeline Aulisio Miller**. (2024, April) “Utilizing the NCHA to Inform College Health Programming: A Case Study,” poster presentation, UK Center for Clinical and Translational Science Spring Conference, Lexington KY.

Jill M. Abney and **Trey Conaster**. (2024, April) “Cultivating Moments of Practice and Inquiry: Humanities-Specific Uses of AI in the Classroom,” Greater Cincinnati Collegiate Connection, Virtual.

Madeline Aulisio Miller, **Trey Conatser**, **Jill M. Abney**, Schmedding-Bartley, J. and Woltenberg, L.N. (2024, April) “Scholarship is Teaching and Learning: Perceptions and Experiences of a SoTL Faculty Learning Community,” poster presentation, UK Center for Clinical and Translational Science Spring Conference, Lexington KY.

Wackerbarth S. and **Madeline Aulisio Miller**. (2024, April) “Enhancing Feedback Opportunities for Students: A Pilot Study,” poster presentation, UK Center for Clinical and Translational Science Spring Conference, Lexington KY.

Trey Conatser. (2024, March) “From Experiment to Design: The Evolving Future of Generative AI in Education,” keynote, Hopkinsville Community College, Hopkinsville KY.

Trey Conatser. (2024, March) “Teaching in the Age of Generative AI,” Association for Education in Journalism and Mass Communication Southeast Colloquium, Lexington KY.

Jennifer Pusateri. (2024, February) “Teaching Neurodivergent Students,” Centre College, Danville KY.

Trey Conatser. (2024, February) “Generative AI in Higher Education: Opportunities, Challenges, and Ongoing Questions,” UK Department of Plant and Soil Sciences Guest Seminar Series, Lexington KY.

Trey Conatser, Costin, M., McDonald, J., and Reno-Weber, B. (2024, January) “AI within the Workforce,” Kentucky AI Summit, Kentucky Chamber of Commerce, Lexington KY.

Cantrell, S., **Trey Conatser**, and Harmon, C. (2023, December) “A Transdisciplinary Approach to Collaborating to Create a QEP,” Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Annual Meeting, Orlando FL.

Jill M. Abney and **Trey Conatser**. (2023, November) “Generative AI and the CTL,” POD Network Annual Conference, Pittsburgh PA.

Mike Wallace and **Jennifer Pusateri**. (2023, November) “Design Lab: Transparent Assignments,” POD Network Annual Conference, Pittsburgh PA.

Barton, B., Brents, B., Currier, A., Jackson, C., and **Shawna Felkins**. (2023, October) “Feminist Authors Showcase: Revisiting, Reclaiming & Re-imagining: Sex & Culture,” respondent, National Women’s Studies Conference, Baltimore MD.

Shawna Felkins and McConnell Parsons, J. (2023, October) “Creating Collaborative Partnerships to Conduct Scholarship of Teaching and Learning (SoTL) Research in GWS,” National Women’s Studies Conference, Baltimore MD.

Jill M. Abney. (2023, September) “Cultivating Moments of Practice and Inquiry: Humanities-Specific Uses of AI in the Classroom,” Teaching and Learning with AI Conference, Orlando FL.

Jill M. Abney, **Isabelle Blaber**, and **Kate Collins**. (2023, August) “How SoTL Can Inform Teaching Traumatic Histories: Findings from a Holocaust Education Study,” H-Net Teaching Conference, Virtual.

not listed: guest lectures in undergraduate and graduate courses across the curriculum at UK

SERVICE

beyond the typical scope of CELT work

Jill M. Abney, Education Subcommittee, Kentucky Antisemitism Task Force.

Trey Conatser, Co-chair, UK ADVANCE.

Trey Conatser, Co-chair, Faculty Development Subcommittee, TEK Implementation Committee.

Trey Conatser, OER Grant Program Advisory Board, UK Libraries.

SERVICE continued

beyond the typical scope of CELT work

Trey Conatser, Generative AI Committee, University Senate.

Trey Conatser, Teacher Course Evaluation Committee, University Senate.

Trey Conatser, Office of Strategic Planning and Institutional Effectiveness Advisory Committee.

Shawna Felkins, Essential Skill Work Team 8, Kentucky CPE 10 Essential Skills Work Teams.

Shauna Morgan, International Advisory Council, UK International Center.

Shauna Morgan, Core Education Committee, University Senate.

Jennifer Pusateri, Classroom Improvement Committee, University of Kentucky.

Jennifer Pusateri, Universal Design for Learning Guidelines 3.0 Collaborative, CAST.

Ashley Sorrell, Adviser, UK Graduate Student Congress.

Ashley Sorrell, Co-director, Preparing Future Faculty/Professionals Program and Graduate Certificate in College Teaching and Learning, UK Graduate School.

HONORS & RECOGNITION

Jill M. Abney, Women's Executive Leadership Development Program, University of Kentucky.

Laura Carter-Stone, Otto Bassler Outstanding Dissertation Award, Department of Teaching and Learning, Peabody College of Education and Human Development, Vanderbilt University.

TEACHING

Jill M. Abney, HIS 121 War and Society

Trey Conatser, GS 620 Teaching in the 21st Century: Generative AI and the Future of Teaching and Learning

Trey Conatser, WRD 702 Professional and Technical Writing

Kate Collins, UK 101 Academic Orientation

Shawna Felkins, GWS 302 Gender Across the World: The Body and Social Media

Jennifer Pusateri, GS 620 Teaching in the 21st Century: Universal Design for Learning

Ashley Sorrell, HIS 112 The Making of Modern Kentucky

Mike Wallace, GS 630 Instructional Technology



THE CELT TEAM

2023-2024



Trey Conatser, PhD
Assistant Provost &
Director



Jill Abney, PhD
Associate Director



Shauna Morgan, PhD
Faculty Adviser



Ashley Sorrell, PhD
Senior Faculty/
Instructional Consultant



Mike Wallace, PhD
Senior Faculty/
Instructional Consultant



Jennifer Pusateri, PhD
Senior Universal
Design Consultant



Kate Collins, MS
Faculty/Instructional
Consultant



Shawna Felkins, PhD
Faculty/Instructional
Consultant



**Madeline Auliso
Miller, DrPH**
Faculty/Instructional
Consultant



Laura Carter-Stone, PhD
Faculty/Instructional
Consultant



Isabelle Blaber, MS
Graduate Teaching
Assistant



CJ Werking, MA
Graduate Teaching
Assistant



Kelsey Watson
Student Intern



Jemi Chew
Student Intern



Center for the Enhancement of Learning and Teaching

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518 King Library

179 Funkhouser Dr

University of Kentucky

23/24